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ABSTRACT

This paper evaluates Teacher Education Centers developed by the University of Maryland in the District of Columbia and counties in the state of Maryland. The general purpose of the Teacher Education Center is reported as joint sovereignty over teacher education by colleges, state departments of education, schools, and associations. The program concept is discussed, with emphasis on both preservice and in-service staff development: the preservice program focuses on intensive and extensive teaching experiences for the undergraduate; the in-service program offers courses, workshops, and seminars for in-service professionals. The following personnel and their respective duties for the Center are described: coordinator, resource consultant supervisor, supervising teachers, and building principal. Preliminary research of the Teacher Education Centers indicated that (a) more socially desirable attitudes toward supervision exist in student teachers from the Center, (b) general participation in the total school program is exhibited by students from the Center, (c) Center student teachers elicit more pupil responses in the actual teaching situation, and (d) student teachers from the Center show less exhibitionism and more self-perception as teachers than non-Center teachers. Implications from these conclusions are discussed. The appendixes contain information on job descriptions and selection criteria for the Center personnel. (BRB)

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THE TEACHER EDUCATION CENTER:

A Unifying Approach To TEACHER EDUCATION

UNIVERSITY OF MARYLAND
College of Education
Office of Laboratory Experiences

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THE TEACHER EDUCATION CENTER:
A UNIFYING APPROACH TO TEACHER EDUCATION

The Teacher Education Center concept is a unifying approach to the study of teaching and supervision. In contrast to programs that deal with pre-service only or student teaching only, this program is designed to meet the needs and interests of experienced professionals as well as undergraduate students in such a way that each becomes a student of teaching according to his own particular stage of professional development. Physically, a Teacher Education Center is a cluster of two or three geographically contiguous elementary schools, or one or two junior high schools (or middle schools), and a senior high school. Organizationally, it is a partnership between a school system and one or more preparing institutions, with the possible inclusion of the professional associations and the state department of education.

Development

The Teacher Education Center concept began with conversations between the University of Maryland and some of the adjoining public school systems. The impetus came from a desire on the part of the University and the public schools to develop a more effective teacher education program, a program that would articulate, and in fact integrate, theory with practice and bring together the pre-service and the in-service components in such a way that a unified and continuous teacher education program evolved. It was recognized from the beginning that if this was to be accomplished, the public school must assume earlier and increased responsibility for the pre-service aspects of teacher education and the University must assume an increased and continuing responsibility for the in-service aspects.

In the numerous planning and policy-developing sessions that preceded the opening of these centers, it was agreed that the school system would provide, among other things, the facilities, the instructional staff, and half the salary of the center coordinators. The University agreed to provide among other things, resource consultants, a tuition-free sequence of courses designed to develop a resident staff of associates in teacher education, and half the salary of the center coordinator.

Procedures and organizational patterns were also established for the joint identification and selection of center schools and center coordinators.

In the fall of 1966 five Teacher Education Centers, two secondary and three elementary, were opened in Montgomery County. One of these centers, Kemp Mill Elementary School, also had the distinction of becoming part of the Multi-State Teacher Education Project. Since that time Teacher Education Centers have been established between the University of Maryland and the District of Columbia, the Prince George's County, the Howard County, the Baltimore City and Anne Arundel County (pending) public schools.

In each center a full-time person, qualified by virtue of training and experience is jointly employed to coordinate the continuous teacher education program. While coordinators may be selected from the school system or the University or from outside the public school or the University all of the initial appointments were made from public school personnel. Since then some appointments have been made from University personnel and some from outside both the University and the public school personnel.

Purposes

The ultimate and most general purpose of the Teacher Education Center is to achieve a joint sovereignty for teacher education shared by the college state departments, schools, and associations. More specific purposes are:

(a) to cooperatively design, implement, and evaluate model teacher education programs.

(b) to integrate theory with practice, the on-campus with the off-campus, and the pre-service with the in-service.

(c) to articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such ways that they work together in teams at the same time, in the same place on common instruction and supervisory problems.

(d) to bring together pre-service and in-service teacher education into one continuing program.

(e) to individualize professional development - for the pre-professionals as well as for the practicing professionals.

(f) to provide a locus for (1) studying teaching and supervision, (2) training pre-service and in-service professionals, (3) integrating theory and practice, (4) plánning and conducting research and (5) designing and field testing model programs.

(g) to develop a corps of "associates in teacher education."

(h) to regularly utilize educational technology, micro-teaching and cognitive and affective systems for analyzing teacher education.

(i) to objectively and systematically analyze what goes on in the classroom and to develop specific goal oriented strategies for teaching and supervision.

The Center Program

The Teacher Education Center concept encompasses both pre-service and in-service staff development. The pre-service component consists of intensive and extensive experiences for the undergraduate University students assigned to the centers.

The Pre-service Program

The undergraduate students placed in the Center are not assigned to one supervising teacher, but instead are assigned to the Center staff or to a department within the Center staff. This places the responsibility for planning, directing, and assessing the development of the undergraduates on a number and variety of people and ultimately on the whole center staff.

The student teachers participate in both intensive and extensive experiences. These experiences are carefully planned and individualized according to the needs, interests, strengths and developmental patterns of the undergraduate students and the resources available in and to the Center.

The intensive experiences are similar to those which typically have been considered to be the strength of the one teacher, one assignment situations. In the intensive experiences the student teacher perceives the overall role and responsibility of the teacher and the sequential development of skills, ideas, and practices. He experiences this by gradually assuming more and more responsibility for the instructional program, maintaining this responsibility for a period of time, and then gradually relinquishing it to the supervising teachers.

Interspersed among these intensive experiences are a number of extensive experiences designed to give the student teacher a broad and comprehensive contact with teaching. They can vary from short "porthole" observations to perhaps several days of observation and participation. Student teachers might even participate, in specifically planned ways, in fields other than their primary area of specialization, teach at other grade levels, work with exceptional groups, and devote substantial time to "focused" observation in order to explore the variety of teaching styles and strategies employed by the teachers in the Center. The extensive phase may also include simulated experiences as well as micro-teaching sequences for predetermined skill development, video-tape feedback of their actual teaching, and inter-school and inter-center exchanges of student teachers.

Such experiences enable the student teacher to go beyond one model, one assignment, one frame of reference. They expose him to many models and many challenges and allow him to integrate these into a personal philosophy and professional "life style" and to develop a repertoire of teaching practices. In other words the prospective teacher puts together, with

supervisory assistance, the best of many models, many programs, and many experiences into a meaningful, workable pattern of teaching.

The In-Service Program

The Teacher Education Center is designed to benefit not only the pre-service professionals but also to assist the in-service professionals.

While the student teachers are developing initial teaching skills, the in-service teachers are building advanced expertise in teaching and clinical supervision. The center concept provides for a sequence of courses, workshops, and seminars, offered in the Center, to develop a staff of Associates in Teacher Education. These carry graduate or special student credit and are offered free to cooperating Center staff in return for their work with student teachers.

The in-service Center staff members are given opportunities and are encouraged to participate in other kinds of professional development experiences such as attendance at local, regional, and national conferences, workshops, and clinics. National leaders in teacher education are also brought to the Center to work with the staff in developing and implementing innovative programs.

In general, the Teacher Education Center is a vehicle and a place wherein individuals and/or teams of individuals can focus on the study of teaching and learning and can, through formal and informal means, become better and more effective teachers as well as better and more effective teachers of teachers.

Center Personnel

Directing the program in each Teacher Education Center is a full-time coordinator who is jointly selected and employed by the school system and the preparing institution.

His role in general is to bring together in creative ways the personnel and material resources of the school system and the college or university in ways that will produce effective laboratory experience programs for the university students assigned to the Center and reality oriented in-service programs for the supervising teachers who work with these students. Stationed in the Center schools, he is in constant contact with and serves as a continuing resource to both the student teachers and the supervising teachers. He is equally and simultaneously a staff member of both the university and the school system. In coordinating the pre-service and in-service programs, he unifies the interests, resources, and ambitions of both institutions and enhances the attainment of mutual objectives.

The coordinator does not serve as a direct arm of the administrative or supervisory services of any particular school building but, while working in close and constant cooperation with these services, he serves as an extension of the superintendent of schools and the dean of the college of education. Unlike the traditional supervisor, he is stationed in the Center schools; there he is easily reached and can act as a constant resource for both the pre-service and in-service professionals. While coordinating the "team" supervisory effort in the Center, he can assume major responsibility for the general supervision of the student teachers. Specialized supervisory services are provided by the university and public school academic supervisors. Within his area(s) of competencies, the coordinator can assume such specialized supervisory responsibilities as seem appropriate to his time and talents. He may also become involved in the teaching of methods or other related teacher education courses as the needs of the program and/or the time and talents of the coordinator may dictate.

The role of the university resource consultant supervisor represents an extension of that of the conventional university supervisor. While serving as a supervisor, he may also serve as a curriculum and teacher education resource consultant to the Center personnel. Frequently he may work more directly with the supervising teachers than with the individual student teachers. In this manner he is free to supervise the student teacher directly by actual contact in the classroom or he may supervise indirectly through the coordinator and/or the supervising teachers.

Supervising teachers include all teachers who are in any way involved in guiding the intensive or extensive experiences of the pre-service students assigned to the Center. Their role is greatly expanded beyond that of the conventional supervising teacher. Since the entire Center is a "clinical classroom," the strengths of every teacher become available in some manner for the development of prospective teachers.

The building principal in a Teacher Education Center while assuming the conventional role of being the leadership person for the over-all instructional program, also assumes another role, namely, that of creating an environment wherein the teacher education program can operate effectively and harmoniously as an important part of the total school program. His role is one of facilitating the job of the Teacher Education Center coordinator; of carefully selecting instructional personnel; of encouraging total staff involvement in programs of professional development; and of promoting program development, experimentation, and evaluation.

Initial Evaluation

Preliminary research indicates that student teachers placed in Teacher Education Centers hold more socially desirable attitudes toward supervision from university faculty members than students in non-center schools. Center

student teachers also rate the evaluative criteria used by college supervisors as clearer and more adequately communicated than do non-center students.

Center students participate more widely in the total school program and become involved in a greater variety of experiences. Student teachers in centers also use a greater variety of instructional approaches such as team teaching, programmed learning, educational television, and audio-visual aids than students in non-center schools.

Data gathered on student teachers randomly assigned to centers and non-centers in order to study teaching performance and attitudes suggest that although student teachers typically become more closed minded, apathetic and resistant to change while student teaching, students in Teacher Education Centers do not. They tend to decrease significantly their need for exhibitionism and increase their self-perception as a teacher.

An analysis of the teaching performance data of the two groups indicates that student teachers in centers teach differently (statistically significant) than the non-center group.

Center student teachers in instructional situations talk less; elicit more pupil responses and extended pupil initiated responses; use, summarize and accept more pupil responses; and have a higher indirect-direct ratio as indicated by Flanders' Interaction Analysis. They also ask more divergent and elaborating questions as indicated by the OScAR 5V.

Implications for Teacher Education

Full implementation of the ideas embodied in the Center concept will ultimately establish a new kind of joint sovereignty for teacher education shared by colleges, state department of education, public schools, and professional associations.

Additional implications of the Teacher Education Center concept might be:

1. An integration of the on-campus and off-campus aspects of teacher education programs.

2. The assumption of greater responsibility for the pre-service component of teacher education by the public schools, and for the in-service component by the university.

3. A new position (Center coordinator) shared equally by the public schools and the university.

4. The emergence of new roles for teacher education personnel.

5. The abolishment of direct honoraria to supervising teachers, with the subsequent adjustment of regualr salaries and/or faculty loads.

6. An increasing concern for teacher education performance skills in the employment of public school teachers.

7. The emergence of levels of pre-professsional status and delineation and a clarification of the levels of professional status.

8. The strenghtening of in-service teacher education programs.

9. The emergence of the supervised teaching internship (first year(s) teaching) as the usual practice rather than the exception.

10. Teacher certification after the successful completion of a supervised first year experience.

11. An uninterrupted, carefully planned, sequential transition from entry into the profession to full advanced professional status.

12. The emergence of standards for off-campus clinical Teacher Education Centers.

APPENDIX A

ROLE OF THE CENTER COORDINATOR

1. Furnish leadership in the development of the Center including assisting in the selection of new Center staff.
2. Carry out policy decisions as they relate to student teaching and in-service education.
3. Orient university students to the Center schools.
4. Schedule and conduct seminars for students assigned to the Center for Ed. 300 and student teaching.
5. Coordinate assignments and activities of students assigned to the Center. Arrange for the intensive and extensive experiences of student teachers.
6. Assist each prospective teacher in evolving a teaching role comfortable for him and appropriate to the learning situation.
7. Do the general supervision of all students assigned to the Center.
8. Evaluate student teacher performance and write recommendations.
9. Assess the needs of students and the staff of the Center regarding teacher education and then use school and university resources most appropriate in terms of those needs.
10. Coordinate the in-service staff development program for teacher education. This will be part of the larger, overall staff development program of the school which is the responsibility of the principal.
11. Guide cooperating teachers in supervisory techniques of working with student teachers.
12. Exercise leadership in introducing innovation and experimentation.
13. Work closely with school principal(s) in coordinating the student teaching program consistent with the school philosophy.
14. Constantly evaluate the on-going teacher education program and make recommendations to the school system and the University.
15. Serve on various committees which aid in forming policy and operational tasks for the Teacher Education Center.
16. Serve as liaison person between all parties.
17. Keep informed of current developments in teacher education.
18. Help interpret the Teacher Education Center program to educators and laymen.

ROLE OF THE RESOURCE CONSULTANT SUPERVISOR

1. He will serve as a liaison person between the Center and the University, particularly the department of which he is a member.
2. He will assist the coordinator and the Center staff in developing more effective and efficient patterns of personalized or individualized clinical supervision.
3. He will supervise students in Center classrooms to the extent it seems desirable. (Since the coordinator should be in the best position to know how the expertise of the resource consultant supervisor can be effectively and efficiently utilized, he should confer with the coordinator before going into the classroom.)
4. He will confer with the Teacher Education Center coordinator regularly to discuss programs, problems, progress, innovations, research, and experimentation.
5. He will assist the coordinator in locating and utilizing needed resources - human and otherwise.
6. He will serve as a curriculum and teacher education resource consultant to the entire Center staff - both pre-service and in-service.
7. He will serve as a resource consultant to the in-service development of the Center staff particularly assisting in developing cooperating teacher skills and curricular innovation.

APPENDIX B

GUIDELINES FOR THE APPOINTMENT OF THE CENTER COORDINATOR*

I. RATIONALE

THE GROWING TREND TODAY IS FOR THE PUBLIC SCHOOL TO SHARE A GREATER RESPONSIBILITY FOR THE PREPARATION OF PROFESSIONAL EDUCATORS. THIS INCLUDES THE PRE-SERVICE AS WELL AS THE IN-SERVICE PREPARATION.

AS LABORATORY EXPERIENCES PROGRAMS EXPAND THERE IS A GROWING NEED FOR SPECIALLY TRAINED AND QUALIFIED PERSONNEL AT BOTH THE UNIVERSITY LEVEL AND IN THE COOPERATING PUBLIC SCHOOLS.

IDEALLY, THE SPECIALIST WHO SUPERVISES STUDENTS IN LABORATORY EXPERIENCES IN THE OFF-CAMPUS SCHOOLS SHOULD BE AS FAMILIAR WITH THE ORGANIZATIONAL PATTERNS AND INSTRUCTIONAL PROGRAMS OF THE PUBLIC SCHOOLS AS HE IS WITH THOSE OF THE UNIVERSITY.

THE ESSENCE OF TRULY COOPERATIVE EFFORTS RESIDES IN MUTUALLY RECOGNIZED AND SHARED OBJECTIVES - - A COMMON ALLEGIANCE TO A COMMON GOAL - THAT OF PREPARING OUTSTANDING TEACHERS.

ONE MEANS OF ASSURING MUTUALITY OF PURPOSE, IMPROVING UNDERSTANDING, AND DEVELOPING DYNAMIC, DEMOCRATIC COOPERATION, IS TO APPOINT SPECIALISTS WHO WOULD BE JOINTLY APPOINTED AND EMPLOYED BY THE UNIVERSITY AND THE PUBLIC SCHOOLS, SPECIALISTS WHOSE SPECIFIC AND TOTAL RESPONSIBILITY IS TO COORDINATE PROGRAMS OF PRE-SERVICE AND IN-SERVICE STAFF DEVELOPMENT IN TEACHER EDUCATION CENTERS.

*THIS PAPER WAS COOPERATIVELY PREPARED BY THE UNIVERSITY OF MARYLAND AND THE MONTGOMERY COUNTY PUBLIC SCHOOLS PRIOR TO THE INITIAL APPOINTMENT OF CENTER COORDINATORS.

II. NATURE OF THE ASSIGNMENT

A. EMPLOYMENT WILL BE COOPERATIVELY ARRANGED BY THE DEAN OF THE COLLEGE OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS - OR BY THEIR DESIGNATED REPRESENTATIVES.

B. EMPLOYMENT WILL BE FOR A MINIMUM OF 10 MONTHS PER YEAR.

C. SALARY WILL BE IN ACCORDANCE WITH THE ESTABLISHED SALARY SCALE OF THE PUBLIC SCHOOL AND AT THE APPROPPIATE LEVEL OF THE INDIVIDUAL BEING EMPLOYED.

D. A COOPERATIVE DECISION WILL BE MADE AS TO PROPORTIONATE PERCENTAGES OF TIME TO BE SPENT WORKING FOR THE UNIVERSITY AND THE SCHOOL SYSTEM. EACH INSTITUTION WOULD THEN PAY A CORRESPONDING PERCENTAGE OF THE SALARY OF THE JOINT APPOINTEE.

E. THIS PERSON WOULD BE INVOLVED WITH BOTH THE PRE-SERVICE DEVELOPMENT OF TEACHER EDUCATION STUDENTS AND THE IN-SERVICE DEVELOPMENT OF REGULARLY EMPLOYED PERSONNEL.

F. THE JOINT APPOINTEE WOULD NOT SERVE AS AN ARM OF THE ADMINISTRATIVE OR SUPERVISORY SERVICES OF ANY PARTICULAR SCHOOL BUILDING BUT WHILE WORKING IN CLOSE COOPERATION WITH THESE SERVICES WOULD SERVE AS AN EXTENSION OF THE SUPERINTENDENT OF SCHOOLS AND THE DEAN OF THE COLLEGE OF EDUCATION.

III. RECOMMENDED CRITERIA FOR THE SELECTION OF SCHOOL - UNIVERSITY COORDINATORS

A. PROFESSIONAL REQUIREMENTS

1. MASTERS DEGREE (MINIMUM)
2. ADVANCED PROFESSIONAL CERTIFICATE IN AREA OF TEACHING
3. FIVE YEARS OF CONSISTENTLY SUCCESSFUL TEACHING OR SCHOOL EXPERIENCE
4. EXPERIENCE IN WORKING WITH STUDENT TEACHERS

B. DESIRABLE PROFESSIONAL EXPERIENCES

1. PUBLIC SCHOOL SUPERVISORY AND/OR ADMINISTRATIVE EXPERIENCE
2. COLLEGE TEACHING AND/OR SUPERVISION

C. DESIRABLE PERSONAL CHARACTERISTICS

1. DEMONSTRATED PROFESSIONAL COMPETENCE
2. THINKS LOGICALLY AND CREATIVELY
3. UNDERSTANDS AND UTILIZES GROUP DYNAMICS
4. DEMONSTRATES STABILITY - EMOTIONAL, INTELLECTUAL, AND PHYSICAL
5. DEMONSTRATES A RESPECT FOR AND UNDERSTANDING OF THE WORTH AND DIGNITY OF OTHERS, BOTH CHILDREN AND ADULTS
6. DEMONSTRATES A KNOWLEDGE AND UNDERSTANDING OF HUMAN DEVELOPMENT
7. REVEALS POSITIVE, PROGRESSIVE, UP-TO-DATE ATTITUDE AND UNDERSTANDINGS REGARDING EDUCATION IN GENERAL AND TEACHING IN PARTICULAR

IV. SELECTION

A. ANY APPLICANT MEETING THE REQUIREMENTS LISTED ABOVE MAY APPLY

B. APPLICATIONS MAY ORIGINATE WITH EITHER THE UNIVERSITY OR THE PUBLIC SCHOOL SYSTEM AND WILL BE PRESENTED TO A JOINT SCHOOL - UNIVERSITY SELECTION COMMITTEE FOR REVIEW AND SCREENING

C. THIS SELECTION COMMITTEE WILL RECOMMEND CANDIDATES FOR APPOINTMENT TO THE DEAN OF THE COLLEGE OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS

D. EMPLOYMENT WOULD BE BY THE MUTUAL AGREEMENT OF THE UNIVERSITY AND THE BOARD OF EDUCATION

E. FOR PURPOSES OF TENURE, CERTIFICATION, SALARY AND EMPLOYEE BENEFITS THESE SPECIALISTS WILL BE CONSIDERED AS EMPLOYEES OF ONE INSTITUTION. FOR OTHER PURPOSES THEY WILL BE CONSIDERED TO BE EMPLOYEES OF BOTH INSTITUTIONS.

JOINT AND COOPERATIVE ADMINISTRATION OF THE TEACHER EDUCATION CENTERS

The Teacher Education Center program is a unique partnership inasmuch as it is a joint and cooperative venture in every aspect and contributes to one of the goals of both the Montgomery County Schools and the University of Maryland program and missions: excellence in teacher preparation. Center activities actually constitute involvement for both Montgomery County Public Schools and the University of Maryland in which each has interests, responsibilities, and benefits. For these reasons the planning, development, and administration of the Centers is a joint undertaking that must be carrie on in a somewhat separate manner from the administration of tje two base agencies, Montgomery County Public Schools and the University of Maryland.

The Coordinator of Laboratory Experiences and the Director of Staff Development shall jointly administer the Centers. In addition to joint chairmanship of the Coordinating Committee, their duties shall include such responsiblities as.

(1) Appointment of the committee for selection of Center coordinators when necessary

(2) Allocation of available financial resources and determination of needed financial requests

(3) Determination of members of the respective institution staffs, external to the Centers, who will work with the staffs of the Centers

(4) Procurement of special supplies, equipment, facilities

(5) Liaison between the College of Education and Montgomery County Public Schools in matters relating to Teacher Education Centers

THE COORDINATING STRUCTURE

The coordinating structure shall be comprised of the following two groups:

(A) The Montgomery County Public Schools – University of Maryland Coordinating Committee for Teacher Education Centers

The purpose of the Committee is to facilitate the cooperative involvement in the part of Center professional staffs and the faculty of the College, as well as to provide an operational policy development body for guiding the operation of the Centers. Agendas for committee meetings will be prepared cooperatively by theCoordinator of Laboratory Experiences and the Director of Staff Development. No topic is to be considered beyond the realm of possible consideration by the Coordinating Committee. Topics identified by individuals or group should be submitted to the co-chairmen who will assign such topics to ad hoc committees for study. After study by the ad hoc committees, the items should be submitted to the co-chairmen for inclusion on the agenda. Whenever possible agenda items should be presented for information and discussion at one meeting and then presented at the following meeting for futher discussion and action. Issues shall be worked through to a position that is acceptable to a two-third majority of the total membership. The recommendations of the Committee should

be forwarded to the Coordinator of Laboratory Experiences and the Director of Staff Development for action as well as for reports and follow up information, or to the Policy Council when appropriate.

DUTIES

A. TO SERVE AS LIASON PERSON BETWEEN THE UNIVERSITY AND THE SCHOOL SYSTEM

B. TO COORDINATE THE ASSIGNMENTS AND ACTIVITIES OF STUDENTS ASSIGNED TO A CENTER FOR LABORATORY EXPERIENCES

C. TO COOPERATIVELY SUPERVISE STUDENTS ASSIGNED TO A CENTER WITH THE COLLEGE RESOURCE CONSULTANT SUPERVISOR

1. At the secondary level -- A very generalized kind of supervisor in relation to academic areas other than the major area of the Center Coordinator. Within the major area competencies of the coordinators it would seem logical that greater responsibility for supervision could be assumed over and above being a general supervisor.
2. At the elementary level - Major responsibility for supervision will be given to the Center Coordinator.

COLLEGE RESOURCE CONSULTANT SUPERVISORS WILL BE INVOLVED IN THE PRE-SERVICE SUPERVISORY PROGRAMS IN BOTH THE ELEMENTARY AND SECONDARY CENTERS

D. STAFF DEVELOPMENT RESPONSIBILITIES FOR IN-SERVICE ACTIVITIES. THIS WOULD IMPLY CLOSE WORKING RELATIONSHIPS WITH SCHOOL SUPERVISORS, DEPARTMENT HEADS, PRINCIPALS, ETC., AS PROGRAMS ARE DEVELOPED AND COORDINATED FOR THE CENTER STAFF

E. INSTRUCTIONAL RESPONSIBILITIES MIGHT INCLUDE INVOLVEMENT IN THE TEACHING OF METHODS OR OTHER RELATED TEACHER EDUCATION COURSES AS THE NEED MIGHT ARISE

F. TO CONSTANTLY EVALUATE THE ON-GOING PROGRAM

G. TO KEEP INFORMED ABOUT CURRENT DEVELOPMENTS AND LEADERS IN TEACHER EDUCATION

H. TO FURNISH LEADERSHIP IN THE IMPROVEMENT OF THE CENTER'S PROGRAM

I. TO MAINTAIN CLOSE COMMUNICATIONS WITH THE OFFICE OF LABORATORY EXPERIENCES, THE OFFICE OF STAFF DEVELOPMENT, THE BUILDING ADMINISTRATORS, AREA DIRECTORS, ETC.

APPENDIX C

Plan for Cooperative Development and Operation of Teacher Education Centers by Montgomery County Public Schools and The College of Education, The University of Maryland

Approved by the Policy Council August 25, 1969

The education of young people for entrance into a profession involves two general kinds of preparation: (1) academic and theoretical background study, usually seen as an on-campus, formal activity, and (2) clinical experiences providing a combination of practice and behavioral skill acquisition. The Teacher Education Center, as a cooperative agency of the school system and the College of Education, brings together both of these areas of preparation in a realistic integration of theory and practice for both pre-service and in-service teachers. Teacher Education Centers are jointly established and cooperatively operated by the College of Education and the Montgomery County Public Schools.

Physically, a Teacher Education Center is one school or several schools serving either one or more districts where both pre-service and in-service activities may be cooperatively planned and administered by the College of Education and the Montgomery County Public Schools. The Center may thus be considered as the place where clinical experiences and theoretical learning may be unified.

The specific activities unique to a Teacher Education Center and which will be jointly planned and administered by the two institutions are:

(1) Pre-service activities whose purpose is the preparation of the College of Education students for productive and successful careers as teachers.

(2) In-service activities designed to promote growth in teacher education effectiveness on the part of all personnel involved with the operation of the Center.

Both the College of Education and the Montgomery County Public Schools have a responsibility for carrying out these activities and have a legitimate concern for their effective implementation. Therefore, both institutions must have an equal involvement in the planning, development, and administration of the Centers. The agencies and activities through which this is to be accomplished are as follows:

(1) Joint administration through cooperative efforts of the Coordinator of Laboratory Experiences of the College of Education and and Director of the Department of Staff Development of the Montgomery County Public Schools

(2) Joint appointment of individual Center Coordinators

(3) A coordinating committee for the University of Maryland and the Montgomery County Public Schools for Teacher Education Centers

(4) A Montgomery County Public Schools - University of Maryland Policy Council

The Committee will meet at least monthly on a designated schedule, alternating when possible between a County and College meeting place. The Director of Staff Development and the Coordinator of Laboratory Experiences will serve as co-chairmen, alternating their services as chairman. The yearly calendar for the Coordinating Committee shall be prepared and distributed to members at the first meeting of each school year. Secretarial duties shall be handled by a person designated to serve on a yearly basis, alternating from year to year between Montgomery County Public Schools and the University of Maryland. The first portion of each meeting shall be set aside for meetings of ad hoc committees.

The membership of the Committee will consist of the Director of Staff Development of Montgomery County Public Schools, the Coordinator of Laboratory Experiences of the University of Maryland, all Center coordinators, and six representatives from each institution.

(D) Montgomery County Public Schools - University of Maryland Policy Council for Teacher Education Centers

Periodically it may be necessary to refer matters pertaining to the Teacher Education Centers to representatives of the administrators ultimately responsible for the University of Maryland and the Montgomery County Public Schools. Therefore, a policy council has been established consisting of the following members:

(1) Montgomery County Public Schools

The Superintendent and five delegates appointed by him on the basis of involvement with the Teacher Education Centers

(2) University of Maryland

The Dean and five delegates appointed by him on the basis of involvement with Teacher Education Centers

The Dean and Superintendent will each appoint a person to serve as co-chairmen of the Council. The Council shall be delegated decision-making authority. Issues shall be worked through to a position that is acceptable to a two-third majority of the total membership. Meetings will be held once each semester to achieve communication with the respective administrative echelons, and to resolve problems that have been referred by the Coordinating Committee, or which seem to be outside the responsibility of that committee. Special meetings may be called as necessary.

Teacher Education Center Personnel

The Teacher Education Center coordinator will be a member of the staff of the school system and a member of the faculty of the University. He will recommend to the administrative staff of the school for approval the teachers on the faculty to whom students will be assigned. He will plan and coordinate the assignments and activities of student observers, student aides, and student teachers in the Center. He will confer with the principal, Montgomery County Public Schools supervisors, and other personnel (teachers, counselors, psychologists) for pre-service experiences. Based on these conferences, he will interview prospective student teachers and

determine proper placement in the Center. He will conduct seminars for student observers, aides, and student teachers. He will supervise student teachers and coordinate their evaluation for both insitutions. He will confer with supervisors from both institutions on the progress of student teachers. The Coordinator will be responsible for the day-to-day activities of the teacher education aspects of the Center, working directly with the principal in those aspects of Center operation which will affect the school's instructional program for children. He will be jointly appointed, selection being made by a committee identified by the Coordinator of Laboratory Experiences from the College of Education and the Director of Staff Development for Montgomery County Public Schools. Applicants will not be limited to those employed by either institution. The salary will be for twelve months, shared equally by the University of Maryland and Montgomery County Public Schools. The Coordinator will designate the institution which will be his primary employer and issue the salary checks, whereupon the other institution will arrange for reimbursement.

The College Resource Consultants will be college faculty members assigned to the Centers to work in cooperation with the coordinators in the specialized supervision and instruction of teacher education students. They may also participate in the in-service program of the Centers.

Staffing the Center

A school's agreement to participate as a Center implies a commitment on the part of the staff (both teachers and administrators) wo the training and induction of new members into the profession but one cannot assume that all teachers in a given school will be immediately fully qualified and willing to perform this task. A few teachers may feel uncomfortable in this setting and may transfer to other schools. Securing the involvement of the entire staff immediately is unrealistic it might be expected that this objective should be attained within a three or four year period. To meet the long-term objectives of a Center, as vacancies occur on the faculty, teachers will be selected on the basis of their interest and skill in teacher education in addition to basic teaching skills. In this way a corps of teachers can be developed which fully implements the teacher education concept.

In-Service Education

The Teacher Education Center will offer in-service education such as sequential courses, workshops, and other experiences. In-service training in supervision of student teachers is only one phase of the teachers in the Centers, its importance must be viewed in the perspective of the total requirements for any teacher. The nature of the in-service education offered in the Centers and the coordination of it is a matter for consideration by the Teacher Education Center Coordinating Committee.

Responsibilities of the University of Maryland and the Montgomery County Public Schools

(1) University of Maryland

a. Provide one-half the salary of the Center coordinators, plus one-half of the fringe benefits

b. Select students who are prepared for Center assignments

c. Provide one or more resource consultants to work with the Center on a continuing basis

d. Provide cooperatively with Montgomery County Public Schools in-service activities and programs, both formal and informal, credit and non-credit, for the entire Center faculty

e. Provide support for research and development of teacher education programs in the Centers

f. Provide cooperatively with Montgomery County Public Schools appropriate library resources and other resources essential to supervision of student teachers

g. Work toward the goal of providing teacher career development programs (planned cooperatively with the schools) that may lead to a differential salary schedule for Center teachers.

(2) Montgomery County Public Schools

a. Provide the loci for carrying out the activities appropriate to Teacher Education Centers

b. Provide one-half the salary of the Center Coordinator, plus one-half of the fringe benefits

c. Provide adequate meeting facilities for use by the coordinator, pre-service students, and in-service groups in each Center

d. Provide each Center Coordinator with an office, a telephone, and some secretarial assistance

e. Provide cooperative assistance with the University in research endeavors

f. Provide support, including financial, for in-service and teacher recognition activities (This support should have some relationship to the amount committed by the College for each Center.)

g. Provide funds so that selected teachers in Center staffs may attend professional conferences related to the teacher education program.

h. Provide Center faculties consisting of teacher and administrators who are interested, committed, and competent in both teaching and teacher education

Procedure for Amendments to this Document

Amendments shall be made by a two-thirds majority vote of the total membership of the Montgomery County Public Schools - University of Maryland Policy Council for Teacher Education Centers